

Implementation of Emotive Rational Counseling Approach To The Increased Students' Learning Motivation

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Abstract. The purpose of this research is to recognize the difference of students' learning motivation in taking mathematics lesson before and after the application of Emotive Rational Counseling. This research includes quantitative research. Sample of the research was 30 students. It was selected by purposive sampling technique. Data was collected by questionnaire. It was then analyzed using descriptive statistical analysis and t-test. The result of this research obtained an experimental subject before taking *Emotive Rational* counseling of which average value was equal to 61,03. It indicates that the level of student's motivation to participate in math lesson is in low category. After the treatment of *Emotive Rational* counseling, it obtained an average result of 82.86. It denotes that the students' motivation level is in high category. From the *t-test* it obtained the value of t_{count} of 14.620, while the t_{table} value at the level of significance is 5 percent with $d_k = 29$ of 2.045. It states that the research hypothesis was rational emotive counseling therapy can increase student learning motivation.

Keywords: Counseling, Rational Emotive, Learning Motivation

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INTRODUCTION

Learning motivation itself is the drive and desire to do a job or activity by giving the best for the achievement of a desired goal (Mappeasse, 2009). Learning motivation is a power that encourages the learning process. Students' learning motivation can be in poor condition. Poor motivation or lack of learning motivation will weaken the learning activities (Jamal, 2017). Furthermore, the quality of learning outcomes will be low down. Therefore, the learning motivations in the students themselves need to be strengthened constantly.

Meanwhile, motivation is an absolute requirement to conduct learning activities. This is in accordance with the opinion of (Fatchurrohman, 2017) that "there are two most significant factors in determining the success of learning, which are intelligence and motivation. Among these two factors, the most important one is motivation". Students who learn without high motivation will be powerless, as they will be lethargic, sluggish and tend to seek an escape

from their learning activities. However, the more he or she is motivated in learning, the more likely it is for them to take an action in learning during their effort to achieve better learning outcomes. Thus, motivation is the inner energy within a person that induces interest, passion and enthusiasm in learning.

In the meantime, the facts denote motivation in learning activities by teachers is still often overlooked. Although they perform it, they give only limited words of less exciting praise and rewards and it is only granted to students who mostly excel rather than the entire ones. As a result, most outstanding students are still achievers while those who do not perform well will not be much transformed for his improved achievements. And eventually the social upheaval arises in students especially in those who are not achievers such as feeling weary, bored, indifferent, less passionate, even sometimes being audacious and the like.

In the school some students are found to have lack of motivation to participate in the

lesson, especially on the subject of mathematics. The school in question is Madrasah Aliyah Darul Dakwah Wal Ershad (MA DDI) Padanglampe, Pangkep Regency, based on observations finding that some students whose learning achievement is low, especially on the subject of mathematics, that is because students are irrational minded such as feeling anxiety and unconfident if they study mathematics and they also regard mathematics as the most difficult subject. Therefore the students while learning math, there is no motivation to participate in the lesson. Students who learn without any motivation, he or she will have no enthusiasm or passion to perform well in the lesson, as Djamara (2002: 114) stated that motivation is required in the learning process, as those who has no motivation in learning will be unlikely to perform learning activities.

One way that can be used to overcome these problems is by the Emotive Rational Counseling approach. Emotive Rational counseling aims to change the irrational to rational belief (Dryden, 2003), that the students whose low motivation in learning because of their irrational thoughts can be motivated to participate in the lesson.

In Emotive Rational counseling, it is known the theory of A-B-C-D-E, A as an existence of personal fact, event, and behavior. Consequence (C) is the consequence or personal emotional reaction, as this reaction can be feasible and is also unfeasible. Activating event (A), (events that activate students or clients) is not the cause of Consequence (C), (Emotional consequences, low motivation of students in participating math lessons). Meanwhile, Belief (B), (irrational beliefs toward students) is the cause of Consequence (C). How are emotional disorders maintained? This disorder is sustained by illogical decisions continuously repeated by the individual, such as "I am not eager to attend math lessons because I often feel anxious, unconfident and even regard mathematics as the most difficult lesson." Such emotionally disturbed reactions are directed and maintained by self-negating belief system, which is based on irrational disorders that the individuals have introduced to themselves (Bond & Dryden, 1996).

Afterwards A-B-C prepares disputing against its irrational trust system (irB). Basically D is the application of a scientific method to help clients challenging their irrational beliefs that have caused emotional and behavioral

disorders. While effect (E) is the client's psychological condition following the Emotive Rational Counseling process either by resolving or diminished irrational beliefs (Corey, 1982).

Based on the background of this problem, the purpose of the study is to recognize the difference of students' learning motivation in attending mathematics lesson between before and after the application of Emotive Rational Counseling.

METHOD

This research includes in quantitative research. The sample size was 30 students. The sample of this research was chosen by purposive sampling technique which was taking sampling by considering certain criterias in which the criteria in question is the students who have been identified to be less motivation in following the mathematics lesson due to the irrational thinking (feeling anxious, unconfident in participating the mathematics lesson and the assumption that math lesson is most difficult lesson). Data was collected by questionnaire. Before the questionnaire was used for field research activities, questionnaire trial was first conducted. It went through two stages. The first stage was with guidance counseling test (expert). Then the next questionnaire was revised in accordance with the input and tested on the client/student excluded in the sample research. The tested questionnaires were then processed and analyzed in finding its validity and reliability. The formula used for analysis of validity of each question item is the product moment formula (Arikunto, 2005: 72).

The test of the instrument was using 30 respondents; with the criteria of testing was the value of the respondent answers. The results of field testing were then processed by using computer processing of SPSS program. The questionnaire item is valid if the score is greater or equal to 0.333, while the formula used to test the reliability of this research questionnaire is *Alpha Cronbach* formula (Ihsan, 2002: 17) that is: if $r_{\text{count}} > r_{\text{table}}$, the measuring instrument is reliable dan also vice versa, if $r_{\text{count}} < r_{\text{table}}$ then measuring instrument is unreliable. In this study, reliability test was performed using SPSS with Alpha Cronbach model based on the Alpha Cronbach scale of 0 to 1. The data was then analyzed using descriptive statistical and t-test analysis.

RESULTS AND DISCUSSION

Table 3.1 Levels of students' learning motivation before (pre-test) and after (post-test) providing Emotive Rational Counseling.

Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
100,8-120	Very High	0	0	0	0
81,6- 100,7	High	0	0	20	66,67
62,4- 81,5	Fairly Low	9	30,00	7	23,33
43,2- 62,3	Low	21	70,00	3	10,00
24- 43,1	Very Low	0	0	0	0
Total		30	100,00	30	100,00

Source: Research Questionnaire Results

Based on the table above it appears that from 30 research respondents at pre-test it has been known that there were 21 people or 70% who were in low motivation category and there were 9 people or 30% who were in the fairly low motivation category.

After the client or the respondent was given with the application of Emotive Rational Counseling, it is known that the motivation of student learning in Madrasah Aliyah Darul Dakwah Wal Irsyad (MA DDI) Padanglampe, Pangkep Regency had increased. This is consistent with the post-test results, that of 30 people studied there were 20 people or 66.67% of respondents experienced an increase in learning motivation in attending the math lesson or being in high motivation category, compared before the treatment that there is none in the high category. Furthermore, in fairly low and low category there is also an increase before treatment that there were 9 people in fairly low category and subsequent to the treatment it reduced to 7 people, whereas in the low category before the treatment there were 21 people or 70% who were in low category and after treatment it reduced to 3 people or 10%.

The null hypothesis (H_0) of this research is "there is no difference in the level of student learning motivation in attending mathematics lessons before and after given with Rational Emotive Counseling in Madrasah Aliyah Darul Dakwah Wal Irsyad (MA DDI) Padanglampe, Pangkep Regency". Based on t-test results it obtains the value of t_{count} of 14.620, while the t_{table} value at the level of significance is 5 percent with $dk = 29$ of 2.045, it means that the value of t_{count} is greater than t_{table} . Because the

value of t_{count} is greater than t_{table} , hence the null hypothesis (H_0) is "there is no difference of the level of student learning motivation before and after given with Rational Emotive Counseling in Madrasah Aliyah Darul Dakwah Wal Irsyad (MA DDI) Padanglampe, Pangkep Regency" is stated to be rejected, and as a consequence, the working hypothesis (H_1) is "there is a difference in the level of students' learning motivation in attending the mathematics lessons before and after being given with Rational Emotive Counseling in Madrasah Aliyah Darul Dakwah Wal Irsyad (MA DDI) Padanglampe, Pangkep Regency" is accepted.

RESULTS AND DISCUSSION

Rational Emotive is a flow of psychotherapy based on the assumption that human beings are born with the potential, both to think rationally and truthfully as well as to think irrationally and viciously. Humans have tendencies to nurture, being happy, think and say, love, join with others, grow and actualize themselves. However, positive and rational thinking, Ellis (Corey, 1998: 240) also reveals that: Humans have tendencies toward self-destruction, avoid thoughts, lagging, constantly regretting mistakes, superstition, intolerance, professionalism, self-deprecation, avoidance of self-growth and self-authorization. Humans also tend to stick to dysfunctional old behavioral patterns and look for ways to engage in self-sabotage.

The Emotive Rational Counseling Process seeks to enable clients to make changes psychologically, by which the clients need to be

directed in order to accept the fact that even if they create a disorder in themselves, the clients have the ability to overcome it and recognize their own personality problems, especially those from his irrational beliefs.

Rational Emotive is a form of cognitive-oriented behavioral therapy, which along with the needs of society then it develops into an approach that does not emphasize aspects of cognitive and emotional processing, but also the behavioral aspect to be relative, active, didactic, confrontational persuasive and educative therapy.

Student motivation in attending the mathematics lesson in Madrasah Aliyah Darul Dakwah Wal Irsyad (MA DDI) Padanglampe, Pangkep Regency particularly the second grade which becomes subject of this research is included in low category. It is confirmed by the level of students learning motivation in following the mathematics lessons in the low category, before being given with treatment in Rational Emotive Counseling.

The results indicated that the experimental subjects at the pre-test, generally denoted the level of students' learning motivation in participating the mathematics lessons are in the low category. However, having given with the treatment of Rational Emotive Counseling by the exercise of enabling experience, recognizing irrational thoughts and beliefs, identifying consequences of irrational thinking and beliefs, eliminating irrational beliefs, representing negative influences, and acknowledging new feelings as well as integrated exercises, it indicates a significant positive change, which means that the level of students' motivation in learning mathematics has increased from low to high category or from low to high learning motivation.

Based on the results of descriptive statistical analysis, it is found that in essence there is a change in the level of learning motivation on the subject of experiments as they have been given with treatment in Rational Emotive Counseling. It is evident by the study of hypothesis that represents the difference in the level of students' learning motivation in attending the mathematics lessons before and after given with Rational Emotive Counseling in Madrasah Aliyah Darul Dakwah Wal Irsyad (MA DDI) Padanglampe, Pangkep Regency.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis, it can be concluded that the Implementation of Emotive Rational Counseling "has significant effect on improving students' learning motivation in following the mathematics lessons in Madrasah Aliyah Darul Dakwah Wal Irsyad (MA DDI) Padanglampe, Pangkep Regency, level of students' learning motivation in following the mathematics lessons in Madrasah Aliyah Darul Dakwah Wal Irsyad (MA DDI) Padanglampe, Pangkep District, before being given with Emotive Rational Counseling was categorized as low. Level of students' learning motivation in following the mathematics lessons in Madrasah Aliyah Darul Dakwah Wal Irsyad (MA DDI) Padanglampe, Pangkep Regency, after given with Emotive Rational Counseling increased to high category. In addition, there are differences in students' learning motivation in following the mathematics lessons in Madrasah Aliyah Darul Dakwah Wal Irsyad (MA DDI) Padanglampe, Pangkep Regency, between before and after the provision of Emotive Rational Counseling. The suggestion from this research can be a reference for other research. While for teachers, they may continue to provide integrated training in students whose motivation is categorized low and fairly low, by keeping track of the provided Emotive Rational Counseling exercises, in order to anticipate and result in a solution in overcoming low learning motivation, and for students whose motivation is in the high category that they can be constantly given with an integrated exercise in order to stay motivated in following the lesson.

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